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ABSTRACT

This report reviews the Compton Bilingual Plan during its third year of operation at Thomas Jefferson High School in South Central Los Angeles. After a brief introduction giving background on the program, the second section describes in some detail major activity of 1971-72. This section includes a narrative report, a description of project personnel and duties, and information on community involvement. It also discusses new vocabulary developed by the project for lexical references, services given under ESEA Title VII, and inservice training for teachers. A description of procedures for bilingual-bicultural curriculum and materials forms the entire third section. Concerning the fourth year of operation, section four presents a plan for overall program management, and section five, an evaluation submitted by a consultant to the project. (SK)

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COMPTON BILINGUAL PLAN

REVIEW REPORT 1971-72

Submitted by

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FL063 674

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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"TO BE COURAGEOUS REQUIRES NO EXCEPTIONAL QUALIFICATIONS, NO MAGIC FORMULA, NO SPECIAL COMBINATION FOR TIME, PLACE, AND CIRCUMSTANCE.

IT IS AN OPPORTUNITY THAT SOONER OR LATER IS PRESENTED TO US ALL."

John F. Kennedy

"NOTHING CAN WITHSTAND THE FORCE OF AN IDEA WHOSE TIME HAS COME."

Cesar Chavez

Compton Bilingual Plan
Review Report 1971-72

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COMPTON UNIFIED SCHOOL DISTRICT
BILINGUAL EDUCATION PLAN
REVIEW REPORT
(1971-1972)

INTRODUCTION

The Compton Bilingual Plan in its third year of operation continued to develop the language processes in both Spanish and English.

Within an impacted urban area of South Central Los Angeles, Thomas Jefferson School of the Compton Unified School District continued to be the project site for this plan. Operative classroom programs were staffed by teachers and para-professionals of varied linguistic and ethnic backgrounds to serve as models for Black, Anglo and Chicano students in a pluralistic cultural learning environment.

Human awareness and a sense of identity with one's own involvement as well as a consideration of another's culture became focal points for a parallel curriculum development in both English and Spanish.

Humane goals were implemented to work with what the student brought with him to school and then to have him return home with knowledge and skills to share from his daily experiences in a bilingual-bicultural classroom.

To meet the daily local Chicano community concerns, Black community involvement, educational demands and humanistic situations of extreme complexity, 36 planned inservice training experiences for all staff and community workers were regularly scheduled at the

at the Compton Community College. Emphasis was directed to help each pupil in the project classes to become a responsible citizen in a dynamic, pluralistic, democratic society. Through the ESEA, Title VII funding, each student was helped in acquiring the knowledge, skills, dual language and dual cultural development needed for educational growth in the complex urban areas of Los Angeles, California.

By building upon the positive language and cultural values of this multi-cultural community, student as well as parent behavioral modification became a reality. A reality clearly demonstrated in the substantive content of the ESEA Title VII program and in the teaching strategies. To meet the daily challenge of building a truly bilingual-bicultural educational system, responsive to minority groups in Compton, an experimental local district funded innovative incentive program in early childhood education was developed. Creative energies were employed in trans-ethnic communications and in multi-cultural community involvement activities.

This report represents a functional demonstration project and an endorsement for this concept from the Chicano, Black and Anglo community of the Thomas Jefferson School.

REVIEW OF THIRD YEAR OF OPERATION - NARRATIVE REPORT

A. The major activity for the third year was the carrying out of the project's responsibility as written in its performance objectives for the third year of operation. Briefly these objectives in the cognitive domain were as follows:

1. Mexican children, to whom Spanish is the mother tongue and who are recently arrived from Mexico, received classroom instruction in Spanish with the help of bilingual instructional aides.

2. Mexican-American children born in the United States whose mother tongue is Spanish were given classroom instruction in Spanish, and both Spanish-language-dominant groups were given instruction in English concurrently taught primarily as an oral language by a colleague teacher in a team approach.

3. Within the same multi-ethnicclassroom the Black, Anglo and non-Spanish speaking Mexican-American students were taught Spanish as a second language primarily as an oral language to give them the opportunity to become functional bilinguals and to share the understanding and appreciation of the Hispanic culture in the Compton Unified School District, which can only be gained by learning its languages.

The classroom application of these objectives was translated into the following strategies:

1. Readiness training in Spanish (native language approach for native speakers and Spanish as a second language for native English speakers).

2. Basic skills taught in Spanish comparable to conventional first, second and third grade instruction in English.

3. Coordinate bilingual technique to transfer the basic skills in English as determined by student readiness pre and post-test results of the past two years and demonstrated conceptual performance by individual growth.

4. A strong English as a second language program within a self-contained classroom.

5. A strong Spanish as a second language program within a self-contained classroom.

6. A strong classroom emphasis upon the present, not on past failures in none-lingual Anglo dominant curriculums.

The objectives in the affective domain were the following:

1. Active parents' participation in the educational process through curricular planning sessions with the Project Director.

2. Parent volunteers' assistance in the bilingual classrooms.

3. Opportunities provided to become functional bilinguals to both Spanish and English speakers and to share the understanding and appreciation of the Hispanic, Black and Anglo-Saxon cultures which can only be gained by learning experiences through the native language approach.

4. A positive consciousness of the bilingual student's self-worth into a measurable reality.

5. A fulfillment of the Mexican-American educational essentials unique to this culturally different minority groups.

6. A general appreciation of language and cultural diversity where native English speakers and children of varied ethnic backgrounds within the same classroom will learn the poetic beauty and richness of the Spanish language and a respect for the Compton Hispanic community.

7. A fulfillment of President Kennedy's desire to offer all our citizens opportunities to become functional bilinguals, to enrich their intellectual development, to provide them with skills and insights to later serve in bilingual-bicultural communities, in business, in education, in government or in international affairs.

The third year of operation continued the bilingual kindergarten at district expense and demonstrated successfully a team teaching technique, with one English-speaking teacher called colleague and one Spanish-speaking teacher called bilingual in two first grades, two second grades and two third grades. This bilingual colleague team approach was the core instructional approach in muti-ethnic classrooms. The bilingual teachers (Title VII funded) worked alongside the colleague teacher one half day in the morning and the second half day in the afternoon with another colleague teacher in a different classroom. This gave coverage to two classes daily at the same grade level. The six Title VII classrooms utilized the native-language abilities of the Spanish-speaking children as the primary media of instruction comparable to conventional first, second or third grade a second language program, while a strong English as a second language program was continually implemented as a leg of the bilingual concept. The attached diagrammatic representation illustrates the bilingual experimental classes including the current vertical expansion of the third grade for the 1971-72 plan.

A control group as part of the experimental design for the bilingual treatment and non-bilingual treatment was selected from the General Rosecrans Elementary School with students from the same general population and ethnic background. Also included from Jefferson Elementary School were additional

Diagrammatic Representation Comption's Bilingual Experimental Classes

Grade Level	Number of Classes	Mexican-American Spanish Surnamed Spanish Dominant	Spanish Surnamed-English Dominant	Black Students	Spanish	English
First Grade	2	30	8	18	30	26
Second Grade	2	30	8	18	30	26
Third Grade	2	30	8	18	30	26

first, second and third grade non-bilingual treatment classes with students from the same general population, for comparative purposes. In both the experimental and control classes there were also bilingual instructional teacher aides to assist the professional teachers in assuring that children understood the assignments and concepts regardless of the language used to convey the work.

In September and October of 1971, the control and experimental groups were given the Inter-American Series in Spanish and Compton Unified School District required English language tests.

All together, 454 children in 15 classes were tested. The following interim report of evaluation progress submitted by Dr. Carolyn Stern, Project Internal Evaluator, indicates the extent of the pre=testing component.

All the first grade children received the Inter-American Test of General Ability in Spanish, the Inter-American Test of Oral Comprehension in Spanish, Part I of the Inter-American Test of Reading, in Spanish, and the Cooperative Reading and Mathematics Test, in English.

The second grade children received appropriate levels of the same tests, but received both Part I and Part II of the Reading Test. The third graders were given the same testing program as the second grade but also received the Short Form Test of Academic Ability in English.

In addition, one class at each grade level at Jefferson School was given the English Language Tests to provide a baseline for comparing children in the bilingual program with those in a regular class in the same school. These classes are designated the Comparison group.

In February 1972 a more rigorous and programmatic evaluation of the on-going instructional process took place. Two thousand dollars was authorized for the following preparation of an observation instrument, payment of trained observers, and data processing assistance. This included the following services:

1. Four observations of each of 15 classes.

2. Ten two-person observations for reliability checks.

3. Development and duplication of observation protocols.

4. Writing reports and analysis of observation data.

The bilingual experimental treatment involved the following strategies:

1. Readiness training in Spanish.

2. Basic skills taught in Spanish comparable to conventional first, second and third grade instructional in English.

3. Coordinate bilingual technique to transfer the basic skills in English.

4. A strong English as a second language program and a Spanish as a second language program.

A. Project Personnel and duties were as follows:

1. Coordinator (Project Director)

a. Coordinate the overall direction of the project to meet the requirements and specifications set forth in the Bilingual Education Grant.

b. Participate with the Federal Projects officer, Internal Evaluator-consultant, Independent Educational Accomplishment Audit Team and appropriate university, State and Federal Consultants, to plan, organize, and coordinate the project's scientific, technical and developmental activities.

c. Prepare and present project Progress Reports and the Final Report.

d. Monitor financial expenditures.

e. Prepare oral and written reports of a professional nature for publication in professional, scientific or technical journals and general news media.

f. Plan and develop continuation proposal.

g. Select appropriate instructional materials.

h. Conduct inservice training of teachers.

i. Conduct and coordinate training of bilingual instruational aides

j. Coordinate, plan and supervise community-parent activities, including workshops for parents.

k. Plan and conduct administrative meetings to meet the future perceived needs of the project.

l. Monitor the internal project information system to obtain data for administrative decisions.

m. Execute other duties as needed.

2. Bilingual Teachers (3)

These three bilingual teachers instructed in Spanish, teaching a specially developed curriculum. Through inservice training the bilingual project teachers developed practical techniques for applying contrastive linguistic principles and findings in the classroom. The third year's inservice training included the

understanding of the team approach using a colleague and bilingual team. The techniques of teaching Spanish as a second language and transgrouping through group processes into a functional bilingual classroom environment. The coordinate bilingual technique was explored as a language transfer tactic for either Spanish or English dominant speakers. Teacher-home visits and parent conferences were an integral part of this project from the first day of operation. The bilingual teachers were required to attend all Parent Advisory Council Meetings, PTA Meetings, and specially called community oriented meetings of problem area concerns. In addition to project obligations, these teachers attended all district and local school inservice training sessions.

3. Bilingual Teacher Aides (6)

These aides were chosen for the human quality of empathy for children as well as bilingual ability. These paid personnel always worked under the supervision of the teacher and other persons to whom they were assigned. The bilingual instructional aides gave help to the Spanish-speaking pupils in critical linguistic areas, actively involved their parents in the program, and sought volunteer support from the community. They attended PTA, Parent Advisory Council Meetings, and specially called community oriented meetings of problem area concerns. Each bilingual instructional aide attended Compton College for inservice training and paraprofessional development. The aides also provided ethnic models with which the children could identify. As assistants to the teachers they were utilized to provide instruction in Spanish as a second language to English speaking students under direct teacher supervision. Second language instruction given by the aides working with small groups of students or individual pupils resulted in developing the listening and speaking skills of those served. The paraprofessionals reinforced specific oral patterns in either language which the teacher had just taught and also reinforced the reading and writing skills through the use of programmed materials. The paraprofessions brought a wealth of language experiences in Spanish which included songs, stories and local folklore from their own early childhood. The services of another adult with whom the children could communicate in either Spanish or English made bilingual curriculum development an innovative experience.

The following represent some of the paraprofessional services given by the aides (see course outline in appendices):

a. Clerical Assistance

Recorded pupil information on the California Cumulative Record at the direction of the supervising teacher or school personnel.

b. Assistance with Instructional Materials

Kept equipment and materials ready for use, passed out and returned instructional materials, operated audio-vidual and audio-lingual equipment, prepared charts and other visual aids, set up and dismantled demonstrations and bulletin boards, mounted pictures for classroom picture file, and made instructional materials as directed by the supervising team.

4. Community Aides (2) - 1 Chicano Aide, 1 Black Aide

These aides worked from the school outward into the Black -and Mexican-American (Chicano) -community to ensure that no communications gap developed between school and community. The community aides made many home calls to inform parents of the program, educational needs of their children, and the urgent need for their active participation. Part of the overall responsibility of the community aides was to carry out the many details of inviting the Jefferson School multi-ethnic community to actively participate and attend the organizational and Advisory Coucil meetings.

5. Project Clerk

A bilingual and qualified Clerk Typist III, who carried out the secretarial responsibilities in Spanish and English, followed the critical framework for planning and development of the Title VII project where bilingual secretarial services are required in a management information system. In addition, she prepared and reproduced bilingual instructional materials at the Coordinator's

6. Internal Evaluator-Consultant (Dr. Carolyn Stern, UCLA, Early Childhood Reserach and Development Office)

Advised the Coordinator on the use of evaluative techniques and instruments needed to plan and carry out the evaluation design. The Internal Evaluator-Consultant gave numerous hours of valuable consultant time to place the project into alignment with its evaluative design and a programmatic evaluation of the ongoing instructional process. The Internal Evaluator-Consultant applied statistical analysis techniques and other evaluative techniques to project test data for measurement and growth gains.

7. Project Auditor (Dr. JOSE Martinez, California State College at Long Beach)

Dr. Martinez verified the results of the project evaluation and assessed the appropriateness of the evaluation procedures.

8.. Subcoordinator - Estatal del IFCM, Ensenada, Baja California. Mexico (Professor Ignacio Cervantes Espinoza) (Volunteer)

Professor Espinoza contributed many hours of time, weekends, to discuss educational theory, methods and techniques in instructing in Spanish.

9. Mr. Jesse Jose de Leon, Art Teacher, Dominguez Senior High School.

This teacher contributed many extra hours of his time to develop and protray the creative expression in mural form of the Mexican-American heritage for a Cinco de Mayo celebration 1972 at Jefferson Elementary School.

10. Parent Volunteers

These volunteers contributed many hours of time assisting the bilingual teachers in the classrooms. Special commenorative fiestas, national holidays and cultural activities were presented to the project students by these volunteer parents.

The following activities reflect the 1971-72 involvement of this project in the inservice training and community awareness areas:

1. 15 inservice training sessions given to six colleague teachers.

2. 15 incervice training sessions given to four bilingual teachers.

3. 36 inservice training sessions given to eight Title VII aides, nine Title I aides and 20 community volunteer aides.

4. Direction to young Mexican-American college-age students in setting up a community child care center.

5. Innovative community strategies in trans-ethnic and trans-racial communications.

6. The unvieling of a joint Project and Community inspired 25 ft. long - 5 1/2 ft. high Mexican American Cultural Mural on Cinco de Mayo.

This project generated a massive thrust toward parent and community involvement. As part of the social action program of this project, parents on the Advisory Council participated in making curricular desicions for the education of their children. Seminar discussions were held at Compton College to sharpen the awareness of the community's impact upon a bilingual-bicultural educational program. Several local newspaper articles in English and Spanish reflected the community's awareness of educational change an Channel 34 (Spanish language TV) presented the Mexican-American mural typing together the community and school with cultural inspiration for human dignity.

Community Involvement Component

Task oriented activities highlighted the functional school and community involvement in the Compton Bilingual Plan.

Ten monthly Title VII Parent-Advisory Council Meetings were held at the project site. Analysis of the minutes indicated a growing awareness of needed mathematics instruction at all grade levels. Further examination revealed active parent participation in promoting bilingual-bicultural activities in the City of Compton.

Parents participated in a special Mexican-American Mural Committee whose task was administrative as well as advisory in the development of a 25 ft. long - 5 1/2 ft. high Mexican-American cultural mural. Culmination of this activity was the unvieling of this mural at the project site on May 5, 1972. News media coverage including television, radio, and newspaper reporting covered the project's bilingual-bicultural activities.

Two parents attended the full 36 weeks inservice training sessions for para-professionals given at Compton Community College. Ten parents served as consultants for this class. Four fathers volunteered extra hours to make furniture for school and home use. Comments by the fathers indicated their pleasure and surprise in their new found carpentry skills and unrealized potential in making very much neede- educational equipment.

Local community news coverage has reported the tasks completed by the parents for community service. Among these tasks were participation

in the Comité Cívico Patriótico General Ignacio Zaragosa which presented a Cinco de Mayo parade and numerous Mexican-American activities.

A review of newspaper stories through out the year gave testimony to the success of parent involvement in a task oriented committee.

On Sunday, May 28, 1972, Compton Parent Involvement in advancing Mexican-American and bilingual bicultural objectives was presented over radio station KFI on "Our Latin Amigos" a weekly Sunday broadcast. In summary, the active parent involvement as demonstrated in cadre service to the bilingual classrooms, civic committees and participation in Title VII meetings at UC Davis indicate this component to be an integral and functional part of the Compton Bilingual Plan. Parent Cooperation continues to be a vital part to the success of this program with the most beneficial results of dual language learning for all children.

Today we hear the following parent and community comments: a Black parent who is most pleased that her son is learning Spanish; an Anglo parent who is worried that her daughter will not be permitted to continue her Spanish language studies in the fourth grade, and from the minutes of the Title VII Parent Advisory Council statements that their children in the lower grades can read better in English and Spanish than older siblings. "Los Padres de familia informaron que se estan dando cuenta que sus ninos, los que estan en el programa bilingue, saben leer mejor tanto en ingles como en espanol, que sus otros ninos que no estan en dicho programa bilingue, a pesar que estos ultimos estan en grados mas altos". In conclusion, this project has exhibited responsible professional guidance in developing and fulfilling performance objectives in both cognitive and affective domain.

The bilingual concept, using the native language approach first and developing functional bilinguals of mixed ethnic backgrounds in the same classrooms through teaming dual language instruction, has been very successful within the six experimental classroom environments and practical within the multi-ethnic Compton community. Those who are fortunate to live in a multi-lingual and multi-cultural community now have an appreciation of the Mexican-American culture and the educational services of the Compton Unified School District. The Compton Bilingual Plan is a sound policy. The children are taught in the language of the home and their school friends are invited to participate in this experience. Children are becoming functional bilinguals in a commun ity which values multi-cultural experiences as a treasure. Furthermore, the parents of the children in these experimental classes are now in a better position to understand one another through their children's linguistic experiences at school, and to provide important support for the educational direction of their children in the Compton Unified School District.

A. 2. New Vocabulary Developed by the Compton Bilingual Project for Lexical Regerences

a. Coordinate bilingual technique: the use of two languages simultaneously at equal difficulty level to demonstrate conceptual performance and understanding by individual students.

b. Trans-grouping: the placement of a native speaker into a second-language heterogeneous or homofeneous group to receive comparable basic skill instruction in the second language. This placement takes place upon successful student behavioral performance as demonstrated by the natural method of language acquisition of one child learning a second language from another in a natural and easy manner.

c. Colleague teacher (team): in a bilingual team approach, she is the English-dominant teacher who works primarily in native English-language instruction. However, through inservice training and native Spanish-language instructional exposure, she may exchange roles with the Spanish-speaking teacher for Spanish-as-a-second-language instruction as well as English-as-a-second-language instruction for whole class activities.

d. Bilingual teacher (team): in a bilingual team approach, she is the Spanish-language-dominant teacher who works primarily in native Spanish-language instruction. However, as a trained English-as-a second-language teacher she teaches a strong ESL leg of the bilingual program and may exchange roles with the colleague teacher for ESL training in pattern drills for whole class activities as well as Spanish-as-a-second-language instruction.

e. Bilingual instructional aide: a functional bilingual (Spanish and English) literate adult who can serve as a linguistic model and work with pupils of varied ethnic backgrounds in English as a first or second language and Spanish as a first or second language. The functional bilingual literate ability of the aide will enable her to work with small groups of students or indivivual pupils in helping to develop their listening and speaking skills, as well as reading and writing skills, in dual language instruction through coordinate bilingual teaching and ultimate trans-grouping.

f. Bilingual-multicultural classroom (Title VII): a self-contained classroom of children of varied ethnic backgrounds with different language preferences at grade-lenvel entry (Spanish vs. English). A treatment by group design in which analysis will permit the assessment of the effects of two independent variables (language of instruction and cultural relevance of the curriculum) on groups of children from different ethnic backgrounds.

In the third year of this project the following Title VII services were given:

a. Direction to the Moctezuma Plan (Montessori teaching strategy) for active parent involvement in the educational process of their children (non-Title VII - Compton Unified School District's innovative incentive program).

b. Participation in the Comite Civico Patriotico General Ignacio Zaragoza for Compton Community.

c. Exchange services to the Mexican-American Cultural Center of Compton.

d. Curricular material and services given to Capt. Manuel Correa, member of the CUSD Board of Trustees, for his presentation before a special meeting of Board of Trustees members of Mexican-American origin in San Francisco, California.

e. Program development help given to the Lynwood Unified School District and Long Beach Unified School District.

f. Participation of Project Director in an evaluation seminar in San Diego, California: theme - "The Role of the Community in the Bilingual Program".

g. Project Director Collaborated with Director Professor Ignacio Cervantes Espinosa of Ensenada, Mexico, to develop professional expertise in "La Tecnica de Educacion".

The Following teachers served as bilingual teachers for the 1971-72 school year:

a. Kindergarten-bilingual teacher - District-funded - Miss Eleanor Franquez

b. First Grade - bilingual teacher - Title VII - Mrs. Lucille Gallegos

c. Second Grade - bilingual teacher - Title VII - Miss Carolyn Nelson

d. Third Grade - bilingual teacher - Title VII - Mr. Frederick Castro

The following teachers served as colleague teachers teaming with the bilingual teacher for the 1971-72 school year (District-funded):

a. First Grade - Mrs. Sonya Spates
Mrs. Alma Landsberger

b. Second Grade - Mrs. Moroline Batts
Mrs. Bernardina Mayor
for Mrs. Loy Spizer (on leave)

c. Third Grade - Miss Phyllis Williams
Mrs. Flora Balling

The following served as Bilingual Instructional Aides, funded under Title VII:

a. First Grade - Mrs. Lucy Martinez
Mrs. Ophelia Thomas

b. Second Grade - Miss Maria Badillo
Mrs. Gloria Franco

c. Third Grade - Mrs. Angelita Ramirez
Mrs. Delia Adame

d. Community Aides - Mrs. Marie Chavez
Mrs. Teresa Varnardo

The following Title I Bilingual Spanish - and English-speaking Instructional Aides at Jefferson School attended the Title VII Compton College Bilingual Education Inservice Training Course.

a. Mrs. Eva Esquivel

b. Mrs. Mary Lopez

c. Mrs. Mary Naranjo

d. Mrs. Rita Duran

e. Mrs. Patricia Ponce

f. Mrs. Lydia Garcia

g. Mrs. Esperanza Lopez

h. Mrs. Elsie Arias

i. Miss Connie Garcia

*The following Bilingual Instructional Aides also received special inservice training funded under Title VII:

a. Mrs. Juanita Diaz

b. Mrs. Stella Ortiz

Mr. Macedonia Ponce, Community Worker, Manpower Services Assistant II, Human Resources Development Center, State of California. Mrs. Ponce Took three semesters of inservice training with Title VII and Title I Bilingual instructional aides.

* These aides served the innovative incentive program Moctezuma Plan funded with LEA and Title I cooperative resources for active parent participation.

A. 3. INSERVICE TRAINING OF TEACHERS (Colleague and Bilingual Team)

The four bilingual teachers --- one kindergarten bilingual teacher, District funded, *initiator of the Moctezuma Plan; one bilingual 1st grade teacher, Title VII-funded, one bilingual 2nd grade teacher, Title VII-funded; one bilingual 3rd grade teacher, Title VII-funded --- met weekly for two hours of inservice training. Inservice training course for teachers is listed in the appendices of this proposal. The teachers became familiar with team teaching techniques and originated the concept of bilingual-colleague teacher staffing. The main thrust of th. inservice meeting dealt with the "Método Ecléctico" y "La Técnica de la Enseñanza". A bilingual focus was pinpointed on the following:

1. Simple group activities in Spanish and English.

2. Intermediate group activities in Spanish and English.

3. Complex group activities in Spanish and English.

4. Assessment of bilingual group composition.

5. Establishment of record systems.

6. Whole class activities.

All para-professional staff received weekly two-hour sesions at Compton College (see course outline in appendices). All ESEA Title VII bilingual instructional aides who serve the children are from the Jefferson School Community. The focus of their inservice training dealt with the Spanish language used in the home. Since the language used in the home was mainly aimed at controlling behavior rather than exploring, describing, or instructing, the project children would show deficiencies in their native tongue. The paraprofessionals were given inservice sessions on the techniques of instructing in Spanish and developing native language abilities comparable to English language abilities.

The colleague teacher (regular home room staff) worked entirely in English with the whole class, Spanish speaking and English-speaking students combined, in the following areas during the 1/2-day period the bilingual teacher was not there.

1. Social Studies

2. Arithmetic

3. Science

4. Art, Health, Music and P.E.

INSERVICE TRAINING OF TEACHERS _ continued

Each colleague teacher had a Title I bilingual instructional aide full day to assist the Spanish-speaking youngster in need of translation help. This bilingual aide also worked with the native ENglish speaker in his own language as either a tutor or a group leader under the direct supervision of the regular classroom teacher. Several of the bilingual instructional aides funded under Title I voluntarily registered for the Title VII Compton College Inservice Training Course at their own expense. The bilingual instructional aide was trained to serve as a linguistic model for the monolingual Spanish-speaking or English-speaking youngsters. In this way the children would see the benefits of bilingualism and the ease of acquiring this skill.

The bilingual teacher in a colleague teacher team environment provided group activities for children of varied speech backgrounds. For bilingual treatment the children are not grouped in activities by ethnic background but are mixed heterogeneously and ethnically to provide maximum language opportunities in either Spanish or English for the entire class.

The two week post 3rd year project inservice workshop provided professional and paraprofessional staff with feedback to keep abreast of changing student needs. The effectiveness of the third year program was measured by changes in the bilingual teaching strategies needed to meet the cognitive and affective domain objectives. Staff members through the media of reality seminar techniques exchanged successful classroom bilingual teaching strategies. A review of inter and intra classroom articulation through the implementation of new curricular materials gave the staff needed lead time for the fourth year vertical expansion.

Two cooperative inservice conferences were held to review LEA evaluation concepts and local community participation in the affective domain. The first conference was held with Dr. Don Hodes, Research and Evaluation Director CUSD, and his staff with the staff and volunteer community personnel

of the Title VII project. Results were a better understanding of the role of process evaluation with each participant being his own evaluator. The second conference was held with the Comité Cívico Patriótico General Ignacio Zaragosa. Results of this conference were the recommendations by local civic community leaders to shift all committee meetings for the next school year to the Jefferson School site. It was agreed upon that the energies of the local civic organizations represented in the Comité Cívico Patriótico could serve the Mexican-American community better at the progressive bilingual project site. The confederation concept of the Comité Cívico Patriótico would be developed into a consolidation or unification of energies under the leadership of the Bilingual Advisory Council and Jefferson School Mexican American Cultural Committee. As stated by Mr. Frank Noriega, President of the Comité Cívico Patriótico, "We would like to join you (meaning Jefferson School demonstrated leadership committees) in serving the Mexican-American Community."

The results of the post school inservice training sessions were the following:

1. Review and scheduling of new bilingual-bicultural curricular materials into the classrooms.
2. A schedule of community activities for "home start" bilingual-bicultural involvement.
3. The development of a document of human responsibility boundaries for student behavior at JEFFERSON School.
4. The use (documentation) of diagnostic techniques for prescriptive measures for student placement within

the bilingual-bicultural classroom treatment.

5. The applicable use as a standard reference for diagnostic and prescriptive purposes the following books:
   a. Ciencia del Lenguaje y Arte Del Estilo - Octava Edición por Martín Alonso.
   b. Composición, Lenguaje - Gramática, por Dr. Joaquin Añorga - La Excuela Nueva.
6. The establishment of trans-racial communication concepts for implementation into the affective domain of a "Community School"

III

BILINGUAL-BICULTURAL CURRICULUM AND MATERIALS DESCRIPTION OF PROCEDURES

Bilingual-Bicultural Curriculum and Materials Description of Procedures

The four major activities for developing the Compton Bilingual-Bicultural 1971-72 Plan were: (a) development of Spanish language curriculum Materials for grades kindergarten through third; (b) training of professional teachers and paraprofessional staff (see teacher and paraprofessional in-service training courses in appendices); (c) field testing through actual classroom application; (d) evaluation in the cognitive and affective domain.

The 3rd year program included a bilingual-bicultural treatment on the following ethnic groups; (a) Mexican Nationals, native Spanish Speakers; (b) Mexican-Americans (Chicanos) two groups-native Spanish speakers and English language speakers only, and Black English speakers only.

The attached diagrammatic representation shows how this treatment was distributed across the seven experimental classes, kindergarten through third grade, constituting the Jefferson School experimental population. In summary, this treatment included non-Spanish speaking, Spanish surname, Black and Anglo English speaking participants in the experimental classes. All pre and post test instruments in affective and cognitive areas were given in both English and Spanish.

The 3rd year bilingual curriculum evolved itself from the following classroom strategies in grades one, two and three.

1. Readiness training in Spanish during the first school period (12 weeks).
2. Basic skills taught in Spanish comparable to conventional first, second, and third grade instruction in English.
3. Coordinate bilingual instruction to transfer the basic skills in English as determined by student readiness, pre and post test results of past two years and demonstrated conceptual performance by individual student growth.

The compilation and integration of the Spanish and English language curricula has been a team effort among the community, paraprofessional and professional staff members. This enormous task was accomplished by a team teaching approach. The 3 Title VII bilingual teachers teamed in two classes of their appropriate grade level for 1/2-day with a regular English speaking colleague.

Classroom management in the bilingual colleague environment produced five small heterogeneous groups for optimal learning. However, this classroom management design did not commence until after 5 months of experimentation whereby evolved the teacher-felt-need for facilitating the natural method of language acquisition through a hetergeneous grouping of Spanish and English speaking children together. This provided the greatest utilization of environment and social conditions of the classroom. The bilingual curriculum was developed from this basic promise that children can learn a second language from one another, naturally and easily through a group process approach.

Curriculum and Materials - Continued

The "Método Eclectico" and the "Guía Didáctica Para La Enseñaza De Lectura En el Programa Bilingue" were used as guidelines in all curricular material development.

Classroom a;;lication for the third year has been as follows: Bilingual instructional aides worked under the supervision of both the bilingual and colleague (English Speaking teacher) to carry out her instructional tasks. The experimental bilingual treatment involved a readiness training in Spanish for both the native and non-native speaker in a colleague-bilingual teacher team. Basic skills were taught in Spanish comparable to conventional first, second, and third grade instruction in English. A coordinate bilingual technique was used to transfer the basic skills to English as determined by student readiness pre and post test results of the past two years and demo-strated conceptual performance by individual student growth. The native speakers of English in the same classroom were taught Spanish as a second language and participated in native language instruction on a one to one "buddy" relationship. The following instructional schedules used in the designated Title VII Classrooms gave equal time for both languages, instruction based on the child's dominant language, and a strong English as-a-second-language program.

Bilingual 1st - Spanish language treatment. Coordinate bilingual technique given by bilingual teacher in a colleague team arrangement.

Daily Schedule - A.M. - Room 19

9:15 - 9:30	Lang. Arts
9:30 - 10:00	Reading - Gp. I
10:00 - 10:15	Recess
10:15 - 10:45	Reading Gp. II
10:45 - 11:15	Reading Gp. III

P.M. - Room 10

12:20 - 12:50	Reading Gp. I
12:50 - 1:15	Reading Gp. II
1:15 - 1:30	Recess
1:30 - 2:00	Reading Gp. III
2:00 - 2:15	Lang. Arts.

Bilingual 2nd - Spanish language treatment, Coordinate bilingual technique given by bilingual teacher in a colleague team arrangement.

Daily Schedule - A.M. - Room 13

9:00 - 9:15	Total Class in Spanish
9:15 - 10:00	Reading
10:00 - 10:15	Recess
10:15 - 10:45	Language Arts
10:45 - 11:15	Spelling/Handwriting

Curriculum and Materials - continued

P.M. - Room 19

12:00 - 12:15	Total class in Spanish
12:15 - 1:00	Reading
1:00 - 1:45	Language Arts
1:45 - 2:15	Spelling/Handwriting

Bilingual 3rd - Spanish language treatment. Coordinate bilingual technique given by bilingual teacher in a colleague team arrangement.

Daily Schedule - A.M. - Room 18

9:00 - 9:15	Opening exercises
9:20 - 9:45	Spanish
9:45 - 10:00	Reading Gp. I
10:00 - 10:15	Recess
10:15 - 11:00	Reading Gp. II
11:00 - 11:45	Reading Gp. II - I

P.M. - Room 17

12:40 - 1:00	Spanish
1:00 - 1:15	Reading Gp. I
1:30 - 2:00	Reading Gp. II
2:00 - 3:00	Reading Gp. II - I

Materials and Curriculum (First Grade) Spanish Language

A. Published Materials

1.	Aprende el ABC Vocalizando	Latin-American Productions Los Angeles, California
2.	Abecedario de los Animales	Latin-American Productions Los Angeles, California
3.	Aprendo las Letras	Latin-American Productions Los Angeles, California
4.	Selecciones de Abecedarios	Latin-American Productions Los Angeles, California
5.	Pequeños Libros de Oro	Hefferman Supply Co., Inc. San Antonio, Texas
6.	Siluetas de Oro	Hefferman Supply Co., Inc. San Antonio, Texas

Curriculum and Materials - continued

7.	Imágenes y Palabras Book 1 (Lectura)	Latin-American Productions Los Angeles, California
8.	Libro del Maestro - Para la Enseñanza Activa Del Idioma	Latin-American Productions Los Angeles, California
9.	Lengua Espanola-Primer Curso	Latin-American Productions Los Angeles, California
10.	ABC - Leo Y Escribo	Latin-American Productions Los Angeles, California
11.	Sorpresas Y Maravillas	Latin-American Production Los Angeles, California
12.	Preprimario de Lectura	Latin-American Productions Los Angeles, California
13,	Pepín en Primer Grado	Latin-American Productions Los Angeles, California
14.	Primero de Lectura	Latin-American Productions Los Angeles, California
15.	Amanecer en mi Jardin	Latin-American Productions Los Angeles, California
16.	Lengua Española - Segundo Grado	Latin-American Productions Los Angeles, California
17.	Libro de Cuentos	Latin-American Productions Los Angeles, California
18.	Libro Segundo de Lectura	Latin-American Productions Los Angeles, California
19.	Libro Primero de Lectura por Aguayo	Latin-American Productions Los Angeles, California
20.	Arboleda 1	Latin-American Productions Los Angeles, California
21.	Gaviota 1	Latin-American Productions Los Angeles, California
22.	Libro Guía para el Primero Año de Enseñanza Primaria	Latin-American Productions Los Angeles, California

B. Films (36 films - Obtained from the Los Angeles County Spanish Language Service)

La Escuela	Fray Felipe
Fray Felipe	El Cumpleaños de Pepita

Curriculum and Materials - continued

En Casa	La Piñata
Pablo de Yucatan	El Jardín Zoológico
People of Mexico	Los Tres Osos
El Recreo	Caperucita Roja
Un Viaje	La Gallinita Sabia
Un Viaje a Mexico	El Patito Feo
Una Familia de Un Pueblo Mexicano	Una Familia de Petirrojos
El Partido de Beisbol	El Cumpleanños de Pepita
Mexico Rural - Niños	El Perico
Los Pastores Vascos	El Porquero
El Cumpleaños de Pepita	El Tortillero
El Perico	La Piñata
El Porquero	How to Catch a Cold (Spanish
El Tortillero	Juan y su Burro La Comida

C. Audio Visual Material Used

1. Famous Mexican Americans	Educational Consulting Assoc. -Menlo Park, California
2. Didactic Charts	Bilingual Educational Services - So. Pasadena, Calif.
3. Canciones Infantiles	Bilingual Educational Services - So. Pasadena, Calif.
4. Records, Cuentos Infantiles	Bilingual Educational Services
5. Mexican History Filmstrips	Bilingual Educational Services
6. Reading and Writing Series in Spanish	Bilingual Educational Services

Curriculum and Materials - continued

D. Special Compton Bilingual Project Materials

1. Specialized - Coordinate Bilingual Technique Instruction

2. Transgrouping

3. Social Studies Unit - Domestic and Wildlife - Animals - Marine Life

4. Seasonal Activities

Materials and Curriculum (Second Grade) Spanish

A. Published Materials

1. Imágenes y Palabras Book 1. (Lectura)	Latin-American Productions Los Angeles, California
2. Imágenes y Palabras Book 2 (Lectura)	Latin-American Productions Los Angeles, California
3. Libro del Maestro - Para la Enseñanza Activa del Idioma Volumes I and II	Latin-American Productions Los Angeles, California
4. ABC - Leo y Escribo	Latin-American Productions Los Angeles, California
5. Lengua Española - Primer Grado	Latin-American Productions Los Angeles, California
6. Lengua Española-Segundo Grado	Latin-American Productions Los Angeles, Ealifornia
7. Pepín en Primer Grado	Latin-American Productions Los Angeles, California
8. Primero de Lectura	Latin-American Productions Los Angelels, Ealifornia
9. Amanecer en mi Jardín	Latin-American Productions Los Angeles, California
10. Sorpresas y Maravillas	Latin-American Productions Los Angelels, California
11. Libro Primero de Lectura por Aguayo	Latin-American Productions Los Angeles, California
12. Libros de Cuentos	Latin-American Productions Los Angeles, California

Curriculum and Materials - continued

13.	Asorted Aficiones	Latin-American Productions Los Angeles, California
14.	Assorted Tiempo Libre	Latin-American Productions Los Angeles, California
15.	Libro Segundo de Lectura por Aguayo	Latin-American Productions Los Angeles, California
16.	Arboleda I	Latin-American Productions Los Angeles, California
17.	Gaviota 1	Latin-American Productions Los Angeles, California

B. Films (36 films - Obtained from the Los Angeles County Spanish Language Series) - see first film list

C. Audio Visual Materials Used

1.	Famous Mexican Americans	Educational Consulting Assoc. -Menlo Park, Calif.
2.	Didactic Charts	Bilingual Educational Services-So. Pasadena, Calif.
3.	Canciones Infantiles	Bilingual Educational Services -So.Pasadena, California
4.	Records, Cuentos Infantiles	Bilingual Educational Services
5.	Mexican History Filmstrips	Bilingual Educational Services
6.	Reading and Writing Series in Spanish	Bilingual Educational Services

D. Special Compton Bilingual Project Materials

1. Specialized - Coordinate Bilingual Technique Instruction
2. Transgrouping
3. Group Processes for vertical expansion to 3rd grade
4. Selective reading- Bilingual Technique
5. Spanish as a second language technique

Curriculum and Materials - continued

THIRD GRADE - Materials and Curriculum

A. Published Materials

1.	Selecciones de Abecedarios	Latin-American Productions Los Angeles, California
2.	Libro del Maestro para la Enseñanza Activa del Idioma-Volumes I and II	Latin-American Productions Los Angeles, California
3.	ABC Leo y Escribo de Lectura-Primero	Latin-American Productions Los Angeles, California
4.	Lengua Española Segundo Grado	Latin-American Productions Los Angelels, California
5.	Lengua Española Primer Grade	Latin-American Productions Los Angeles, California
6.	Diccionario del Lenguaje Usual	Latin-American Productions Republic Dominicana
7.	Amanecer en mi Jardín	Latin-American Productions Los Angeles, California
8.	Sorpresas y Maravillas	Latin-American Productions Los Angeles, California
9.	Arboleda 1	Latin-American Productions Los Angeles, California
10.	Arboleda 2	Latin-American Productions Los Angeles, California
11.	Gaviota - Actividades Manuales y Artísticas	Latin-American Productions Los Angeles, California
12.	Assorted Aficiones	Latin-American Productions Los Angeles, California
13.	Assorted Tiempo Libres	Latin-American Productions Los Angeles, California
14.	Libro Guía para el Segundo y Tercer año de Enseñanza Primaria	Latin-American Productions Los Angeles, California

B. Films (36 films - Obtained from the Los Angeles County Spanish Language Series) - see first film list

Curriculum and Material - continued

C. Audio Visual Material Used

1.	Famous Mexican Americans	Educational Consulting Assoc. -Menlo Park, Califor.
2.	Didactic Charts	Bilingual Educational Services -So. Pasadena, California
3.	Canciones Infantiles	Bilingual Educational Services - So. Pasadena, California
4.	Records, Cuentos Infantiles	Bilingual Educational Services
5.	Mexican History Filmstrips	Bilingual Educational Services
6.	Reading and Writing Series in Spanish	Bilingual Educational Services

D. Special Compton Bilingual Project Materials

1. Specialized - Coordinate Bilingual Technique Instruction
2. Transgrouping
3. Group Processes for vertical expansion to 4th grade
4. Selective Reading - Bilingual Technique
5. Spanish as a second language technique
6. Pre-Hispanic literature development

FOURTH GRADE - Vertical Expansion from Bilingual Third Grade -Developed during the 3rd year for 4th year implementation.

A. Materials and Curriculum (Fourth Grade) Spanish Language

1.	Selecciones de Abecedarios	Latin-American Productions Los Angeles, California
2.	Libro del Maestro para la Ensenanza Activa del Idioma- Volumes I and II	Latin-American Productions Los Angeles, California
3.	ABC Leo y Escribo de Lectura- Primero	Latin-American Productions Los Angeles, California
4.	Lengua Espanola Primer Grado	Latin-American Productions Los Angeles, California

Curriculum and Materials - continued

5.	Lengua Espanola Segundo Grado	Latin-American Productions Los Angeles, California
6.	Diccionario Del Lenguaje Usual	Latin-American Productions Republic Dominican
7.	Amanecer en mi Jardin	Latin-American Productions Los Angeles, California
8.	Sorpresas y Maravillas	Latin=American Productions Los Angeles, California
9.	Arboleda 1	Latin-American Productions Los Angeles, California
10.	Arboleda 2	Latin-American Productions Los Angeles, California
11.	Gaviota-Actividades Manuales y Artisticas - Primer Curso	Latin American Productions Los Angeles, California
12.	Assorted Aficiones	Latin-American Productions Los Angeles, California
13.	Assorted Tiempo Libres	Latin-American Productions Los Angeles, California
14.	Libro Guia para el Segundo y Tercer Ano de Ensenanza Primaria	Latin-American Productions Los Angeles, California

B. Films (36 films - Obtained from the Los Angeles County Spanish Language Series) - see first film list.

C. Audio Visual Material to be used

1.	Famous Mexican Americans	Educational Consulting Assoc. -Menlo Park, Calif.
2.	Didactic Charts	Bilingual Educational Services-So. Pasadena, Calif.
3.	Canciones Infantiles	Bilingual Educational Services - So. Pasadena, Calif.
4.	Records, Cuentos Infantiles	Bilingual Educational Services
5.	Mexican History Filmstrips	Bilingual Educational Services
6.	Reading and Writing Series in Spanish	Bilingual Educational Services

Curriculum and Materials - continued

D. Special Compton Bilingual Project Materials

Historia Antigua

El Virreinato
La Independencia

Mexico Independiente

La Reforma

Mexico a traves de los Siglos

Historia de Mexico-Etapas
Precortesiana Y Colonial

Historia de la Vivienda

Historia del transporte
terrestre

Benito Juarez

La Nueva Espana

La epopeya de Hidalgo

Las companas de Morelos
y de Mina

La consumacion de la
Independencia

Nace la Republica Federal

Mexico lucha por su existencia

El hombre primitivo

Primeros pobladores de Mexico I
Prmeros pobladores de Mexico II

Peregrinacion Azteca

La fundacion de Mexico-Tenochtitlan

Cultura prehistorica

Historia del Traje

La guerra de Reforma y la
Intervencion

La resistencia de Juarez

El triunfo de la Republica

La epoca porfiriana I

La epoca Porfiriana I

Madero

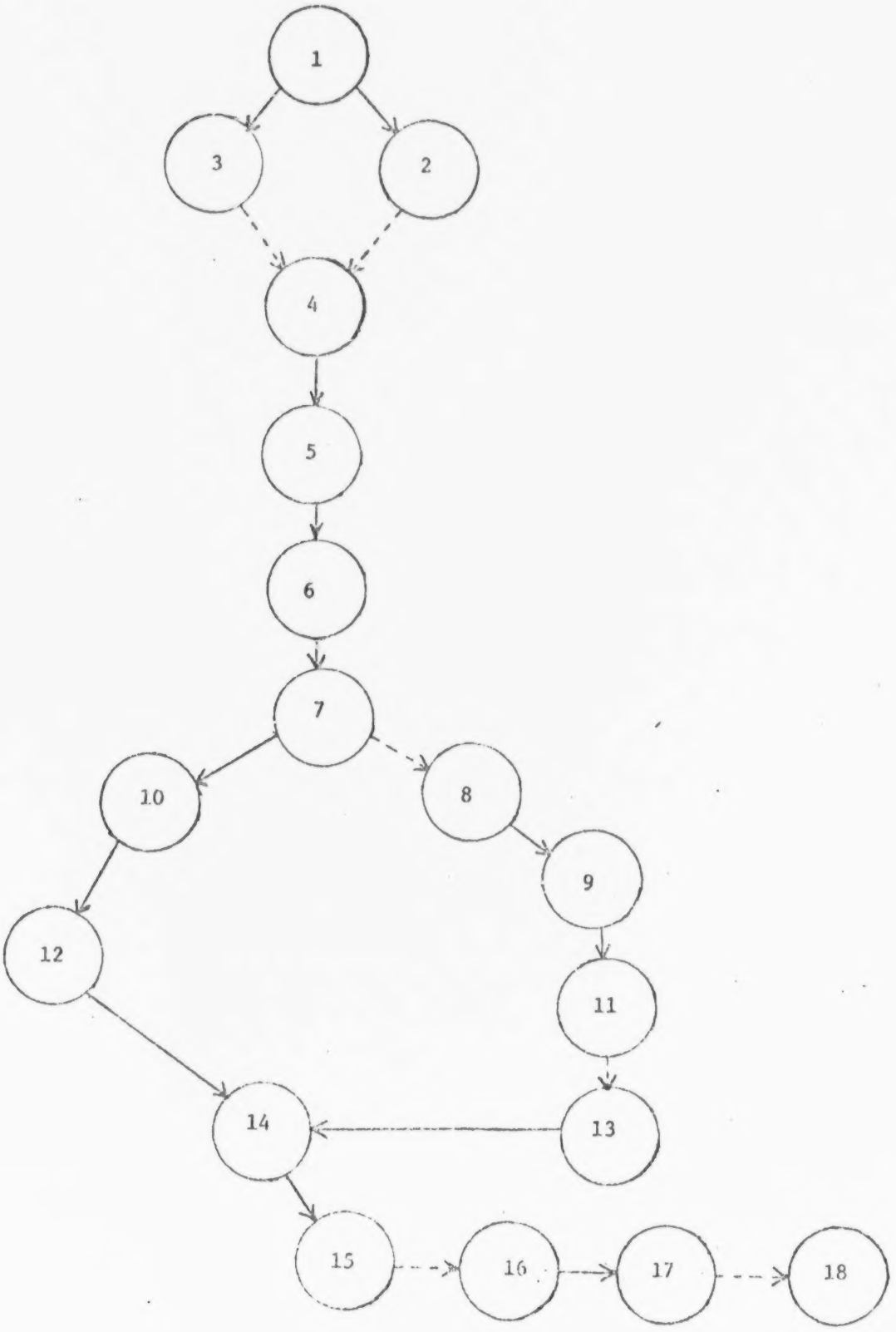
Hacia la Constitucion actual

La victoria de los
Constitucionalistas

El Museo de Historia

IV

OVERALL PROGRAM MANAGEMENT FOURTH YEAR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OVERALL PROGRAM MANAGEMENT FOURTH YEAR

1 Summary Network for Bilingual Plan - Fourth Year Integration Project - Event Identification

1. Continue the three processes from third year getting information (input) processing information (through put), and distributing information (out put) to others.

2. Define tasks in cognitive and affective domains through Inservice Training. (Linker's activies)

3. Construct coordinated classroom testing networkds with tabular work breakdown structure for pre-testing component.

4. Start evaluation instrument and programmatic process evaluation activities.

5. Complete evaluation instrument, programmatic process evaluation activities and pre-testing component.

6. Recycle to incorporate new decisions and actions referenced to the pre-audit report.

7. Redetermine or revise schedules and tasks based upon the pre-testing component and first programmatic process evaluation.

8. Start synthesizing and integrating corrective procedures described in the Implementation Audit Report.

9. Recycle to incorporate new decisions and actions.

10. Prepare and submit Program Status Report.

11. Update estimates to complete specific project activities.

12. Accumulate actual time and cost data to complete 1972-73 Bilingual Plan.

13. Reschedule or redefine project tasks and activities based on the assessment of the program's process evaluation from the Interim Audit Report.

14. Submit program's continuation application (1973-74).

15. Prepare and submit Quarterly Program Status Report.

16. Start post evaluation instrument, programmatic process evaluation activities and post-test component.

17. Complete post evaluation instrument, programmatic process evaluation activities and post test component.

18. Prepare for vertical expansion to the nest grade level.

EVALUATION COMPONENT

The Compton Bilingual-Bicultural Project, now in its third year, is a demonstration program using a dual language approach to instruction of Spanish and non-Spanish speaking children in the kindergarden-primary years. The experimental design enables the assessment of the comparative effectiveness of instruction in Spanish or English as well as the relevance of a culturally-oriented curriculum.

The Project Auditor has suggested three modifications. Two of these, the administration of standard district tests to the bilingual program participants and the inclusion of subject matter testing, have been implemented for the current year. In addition, a process evaluation component involving extensive classroom observation and teacher rating, as well as a comprehensive attitude inventory, have been instituted. These procedures and current instrumentation will be continued through the fourth year of the program. The third recommendation of the Auditor, that a multiple regression analysis be used in the evaluation, does not seem warranted for a study in which there are as few as five or six students per design cell.

To summarize briefly, the Inter-American Series will be used for the assessment of General Ability (Prueba de Habilidad General, Nivel 1, II, y III) reading (Prueba de Lectura, Nivel I, II, y III), oral language comprehension (Comprension del Lenguage Oral), and Reading and Mathematics (Lectura y Numeros). All students will also receive the Cooperative Reading and Mathematics tests at the appropriate grade levels. Classroom and teacher observations will provide data on the program and process components, and the attitude measure will provide insights into the children's knowledge of their own culture, attitudes toward school, and their own competence.